

A COMPARATIVE STUDY ON TEMPERAMENT DIMENSIONS AMONG TWINS IN TWO CULTURAL ZONES IN HARYANA

REETU DEVI¹, BIMLADHANDA² & PINKI RANI³

^{1,3}Reserach Scholar, I. C. college of Home Science, Chaudhary Charan Singh Haryana
Agricultural University, Hisar, Haryana, India

²Professor, I. C. college of Home Science, Chaudhary Charan Singh Haryana Agricultural
University, Hisar, Haryana, India

ABSTRACT

The study was to assess the temperament of twins in the age group of 4 -10 years. The present study was conducted in four districts namely; Hisar Fatehabad, Rohtak and Jind of Haryana state with the purpose of availability of maximum numbers of twins in the required age group of 4 -10 years identified under UGC project of the department. A sample of 200 pairs of twins in the age groups of 4 - 10 years were shorted out from already identified twins from two cultural zones. Child's temperament was assessed with the help of Malhotra's Temperament Schedule (MTS, 1988). Result revealed that khaddar zone respondents were better in response of temperament dimensions as compare to bagar zone respondents.

KEYWORDS: Child Temperament, Twins, Genetic, Environment & Behavior Problems

Received: Nov 23, 2017; **Accepted:** Dec 13, 2017; **Published:** Jan 05, 2018; **Paper Id.:** IJEEFUSFEB20182

INTRODUCTION

The study of temperament is a recent and rapidly growing area in psychology as the role of temperament in influencing developmental pathways and outcomes has now been recognized. Extreme difficult temperament is often viewed as a risk factor for later behavior problems (Hill, 2002). Temperament is observable early in human ontogeny, hinting at genetic influences (Zentner and Bates, 2008). Temperament defined as person emotional and behavioral modes of response to environmental events (Shaffer and Kipp, 2007).

Children are born with their natural style of interacting with or reacting to people, places and things. This natural behavior style in everyday situations is known as temperament. Temperament refers to our inborn personality traits, which are genetic in nature. The different ways infants interact with and react to their environment and experiences are reflective of their temperament, or behavioral style.

Temperament is an individual's innate style of responding to the environment in both behavioral and emotional ways (Griggs et al., 2009). All children have a temperament that will influence their emotions and how they adapt to change in their environments (Steinberg, 2004). Temperamental stability is influenced by both biological and environmental factors, as well as cultural factors in some cases.

Temperamental characteristics indicate how children with many stresses may do well, while some with little or no stress have difficulty. While some children are mild and joyful, others are irritable. Easy children are pleasant to care for and they may receive and give back plenty of affection and attention. The fussy, energetic and

difficult child may cry and kick when given attention. As development unfolds, the fussy and difficult child may create problem to the caregiver and may receive less nurturance and affection. Many parents feel guilty and feel as if they have done something to harm their child because the difficult ones are not easy to rear. Temperament may make some children in certain environments more likely to have these problems. These 'risk factors' occur when there is a mismatch between the child's temperament and demands in the environment, i.e. a poor fit between the child's temperament and expectations for behavior in a particular situation. 'Easy' children may have 'protective' factors where mismatches are rare and the rate of conflict is low (Anonymous, 2011).

OBJECTIVES

To assess the temperament of twins in the age group of 4 -10 years

METHODOLOGY

The present study was conducted in four districts namely; Hisar Fatehabad, Rohtak and Jind of Haryana state with the purpose of availability of maximum numbers of twins in the required age group of 4 -10 years identified under UGC project of the department.. From these two zones villages were selected on the basis of availability of twins in the required age groups. A sample of 200 pairs of twins in the age groups of 4 - 10 years were shorted out from already identified twins from two cultural zones. Child's temperament was assessed with the help of Malhotra's Temperament Schedule (MTS, 1988).

RESULTS AND DISCUSSIONS

Mean Comparison of Temperament Dimensions among Twins in Two Cultural Zones

Result on the twins indicated that significant difference were found in the *bagar* and khaddar zone on the emotionality (1.89*) dimension of temperament but non significant difference were found with sociability (0.52), energy (1.19), distractibility (0.13), and rhythmicity (0.30) dimensions of temperament of twins on the basis of standard calculation.

It is further mean comparison shows that khaddar zone respondents were better in response of temperament dimensions as compare to *bagar* zone respondents.

Table 1: Mean Comparison of Temperament Dimensions among Twins in Two Cultural Zones (N=400)

Dimensions of Temperament	<i>Bagar</i> (n=104) Mean±SD	<i>Khadar</i> (n=296) Mean±SD	'Z' Value
Sociability	11.37 ± 1.31	11.45±1.46	0.52
Emotionality	7.61±1.04	7.84±1.15	1.89*
Energy	7.40±0.99	7.26±1.13	1.19
Distractibility	3.89 ±0.60	3.90±0.79	0.13
Rhythmicity	4.00±1.31	3.96±0.64	0.30
Total	34.28 ±2.82	34.44 ±3.39	0.47

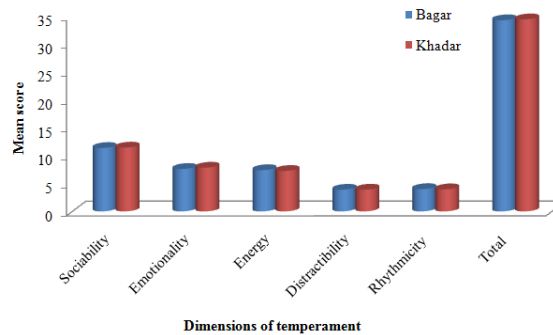


Figure 1: Mean Comparison of Temperament Dimensions among Twins in Two Cultural Zones

DISCUSSIONS

Results of the present study further revealed that significant difference were found in the bagar and khaddar zone on the emotionality dimension of temperament but non significant difference were found with sociability, energy, distractibility, and rhythmicity dimensions of temperament of twins on the basis of standard calculation. It is further mean comparison shows that khaddar zone respondents were better in response of temperament dimensions as compare to bagar zone respondents. Tellegen et al. (2008) reported significant shared environmental influence on measures of two extraversion-related traits, Positive Emotionality and Social Closeness.

In another study, Dickens, (2008) revealed that culture-loaded knowledge tests (crystallized tests) are more strongly related to general intelligence than are culture-reduced cognitive processing tests (fluid tests) fits better with the idea that g loadings reflect societal demands than that they reflect cognitive demands. Furthermore, in adult samples, our finding that the heritability coefficients of culture-loaded tests tend to be larger than those of culture-reduced tests calls for an explanation, given that this result does not follow from the subtest-complexity and investment hypotheses of g theory and fluid-crystallized theory.

REFERENCES

1. Hill, J. 2002. *Biological, psychological and social processes in the conduct disorders*. *Journal of Child Psychology and Psychiatry*, **43**:133-165.
2. Shaffer, R., and Kipp S., 2007. *Mothers' appraisal of goodness of fit and children's social development*. *International Journal of Behavioral Development*. <http://jbd.sagepub.com>.
3. Griggs, M. S., Gagnon, S.G., Huelsman, T. J., Kidder-Ashley, P. and Ballard, M. 2009. *Student-teacher relationships matter: Moderation influences between temperament and preschool social competence*. *Psychology in the Schools*. **46** : 553-566.
4. Steinberg, L. 2004. *The 10 basic principles of good parenting*. New York, NY: Simon & Schuster Paperbacks.
5. Anonymous. 2011. *Temperament and Parenting - Temperament.com*. Retrieved from <https://www.b-di.com/temperament.com/faqs.html>
6. Tellegen, A. and Waller, N. G. 2008. *Exploring personality through test construction: Development of the multidimensional Personality Questionnaire*. In: Boyle GJ, Matthews G, Saklofske DH, editors. *Handbook of Personality Theory and testing: Vol. II. Personality measurement and assessment*. Sage; Thousand Oaks, CA. 261-292.
7. Dickens, G. J., Johanne, B. and Kathleen, M. H. 2008. "Sibling, Peer, Neighbor, and Schoolmate Correlations as Indicators of the Importance of Context for Adolescent Development," *Demography*, **38**:437-447.

